

4. Заключение

Несмотря на опыт, когда в Корею вторгались империалистические державы в конце XIX века, японской оккупации и корейской войны между Северной и Южной Кореей экономика Кореи росла, развивалась и после 1962 года стала занимать 11 место по уровню ВВП в мире, что сделало Корею одной из сильнейших экономических стран. Такой потрясающий результат является причиной того, что правительства и образовательные учреждения многих стран мира, которые всё ещё являются экономически слаборазвитыми странами, хотят сделать учебные пособия по развитию экономики Кореи, которое, как они считают, поможет им в собственном экономическом развитии.

Это учебное пособие по развитию экономики Кореи предназначено, в особенности, для студентов российских университетов и описывает трудности, усилия и результаты, которые наблюдаются в ходе экономического развития в Республики Корея.

Содержание учебников по экономике Кореи очень разнообразно, что требует много времени и усилий для выделения необходимого содержимого, что не всегда является эффективным. Первичное содержание учебника должно было дать понимание экономики Кореи, поэтому в 1 части рассказывалось об истории экономики Кореи и о текущем состоянии, а 2 часть учебника рассказывала о развитии 1, 2, и 3 сектора экономики. В дальнейшем планируется добавить в учебное пособие структуры, которые поддерживают и промышленное развитие: национальные финансы, торговля и обмен, финансы, труд, благосостояние и социальное обеспечение.

Литература:

1. Комитет по составлению экономических чудес. Экономическое чудо. Сеул: Нанам. – 2014.
2. Сон Тхэ Кён Понимание экономики Кореи // Сеул: Чжипхамунхваса. – 2013.
3. Чжу Сон Хван, Ким Чжин Ук. Понимание экономики Кореи // Сеул: муёккёнёнса. – 2015.

Рю Кван Чоль, кан. соц. наук, Профессор
Университет Шинхан, Ыйджонгбу,
Сеул, Республика Корея
kwanglew54@gmail.com

УРОКИ ИЗ ОПЫТА КОРЕИ В ОБРАЗОВАНИИ: ДОСТИЖЕНИЯ И ЗАДАЧИ

***Аннотация.** Хорошо известно, что уникальное социально-экономическое развитие Кореи было результатом совместных элементов, в том числе*

человеческих усилий, роли правительства, международного динамизма и, отчасти, удачи. Легко было строить планы, но очень сложно действовать и реализовывать их. Однако, в результате длительных, постоянных и напряженных усилий Корея в данный момент находится на 12-ом месте в списке экономически развитых стран мира с 1,5 триллионами долларов ВВП. Более того, Корея является свободной, демократической, диверсифицированной и динамичной страной.

Ключевые слова и фразы: Корея, министерство образования, образование в Корее, опыт Кореи в образовании

Lew Kwang chul, *Candidate of Social Sciences, Professor*
Chair Professor
Shinhan University, Uijeongbu, Seoul, Republic of Korea
kwanglew54@gmail.com

LESSONS FROM KOREA'S EXPERIENCE IN EDUCATION: ACHIEVEMENTS AND CHALLENGES

Abstract. *It is well known that Korea's miraculous socio-economic development has been the result of combined elements including human endeavors, government's role, the international dynamism, and purely a good luck. It was a process easy to say but very complicated to act and implement. Anyhow, as a result of the long, sustained and strenuous efforts, Korea stands now the 12th largest economy in the world with \$1.5 trillion of GDP. Moreover, Korea is a free, democratic, diversified and vibrant country.*

Key words and phrases: *Korea, Ministry of Education, Education in Korea, Korea's experience in education*

<Achievements>

Of all the elements is the role of the education. There is no denying in Korea that education has played a key role in the whole process of socio-economic development. When the 1st Five-Year Economic Development Plan has started in 1962 under the leadership of the President Park Chung-hee, Korea's education environment was miserable. Only 24% of elementary schoolers went to the secondary school. This ratio has been increased to 97% in 1990. Back in the 1950s, the illiteracy rate stood at almost 80% but now the rate is less than 1%. Today Korea is a country basically without illiterates. Moreover, Korea has become a country where more than 80% of the high-school graduates advance to the colleges and universities. Obviously a sea change has occurred.

How was this possible? In the 1950s and 1960s, most of the parents and grandparents were just farmers and extremely poor. At that time the per-capita income of Korea was on par with the poor African countries. I may say that the miracle has begun from this stage. The difference was there because the Korean farmers had put their hope on the next generation in firm determination of sacrificing themselves for

the good of their children's future. Simply, the parents earnestly wished that their children would not copy the miserable lives of their own but live differently. And they chose the education as a means to accomplish their wishes. In their eyes education looked the only way to get out of the poverty and acquire a higher status in the society. So they had bet all on education. Since then the Koreans used to show primary interest in their descendants' education. Parents feel it the sacrosanct duty to provide their children with best educational opportunities no matter what it takes. That is why Korea is now known to be the country where the education cost is highest in the world. It is not uncommon in Korea to see even very young children start one or two out-of-school studies.

Education was the backbone of Korea's economic development. As a country with poor natural resources, Korea had to rely on human resources only. As such, people's keen interest in education enabled the schools to produce qualified manpower. Clearly, our parent generation, most of them then were just uneducated farmers, has sacrificed themselves for the better future of their children. They did their best to send their children to the school while they were suffering from hunger and poverty. This spirit of dedication and sacrifice has been largely shared in the society. In those days, there was a popular quip, saying "A dragon is born in a small stream." In fact, our fathers and mothers believed in this maxim and thus worked really hard to give their descendants bright, new opportunities. Without spontaneous dedication, sacrifice and active cooperation and support of the ordinary people, the long journey toward the economic affluence might have been interrupted on the way.

On the other hand, they were lucky in a sense because the demand for the labor has rapidly and incessantly surged as the national economy started its up-cycle. The primary as well as secondary school graduates were able to get the jobs with ease. In a big family structure where 7-10 children are common, it was almost impossible to send all the children to the secondary school. Quite often female children had to sacrifice for their male siblings by choosing to work at the factory. In this way the family barely managed to educate its members and set the higher goals for the future. In a nutshell, we cannot deny that at the bottom of the fundamentals for the leap-forward of the nation lied positive, proactive attitude and rock-solid determination of the parent generation.

What was the role of the government then? We may say we were lucky in this regard because the government was no less serious and active than the private circle. In fact, two main engines of the society were in full harmony and worked together closely as far as the education was concerned. In parallel with the aspirations of the people, the government has steadily poured endeavors to improve and promote the education system. Its efforts were mainly focused on enacting rules and regulations, streamlining systems and improving infrastructure. It has done a lot of work to improve the educational environment both quantitatively and qualitatively, expand investment, diversify teaching programs, refine teaching skills, etc. As a result, Korea was able to relish a fundamental change in all aspects of the education.

What has been invested in education has soon begun to return in benefits. Under the effective development plans, the economy has steadily grown and needed a lot

of educated and skilled workforce. And we were able to meet the needs and demand of the industry and society. Universities, colleges and vocational schools moved in full gear to produce the much-needed well-trained and skilled labors. In preparing for the increasing needs of higher-skilled labors, talented young people, under the support of the government and industry, went overseas for further studies. Most of them returned home as the domestic needs for this highly qualified, skillful workforce remained constant. So a benevolent cycle was formed between school, industry and the society. Under this type of constructive relationship, the government was able to continue with export-driven, manufacture-focused expansionist policies until the economy reached a formidable size touted as “the Miracle of Han River.” At last, sowing seeds in tears and sorrow has brought forth glee and hope. Truly, this is believed to be a real success story. And in the middle of this success, stands the invisible but prodigious role of education.

Challenges

Education, like others, has its dark as well as bright side in the Korean society. As is usually the case, the sweet success in education has not come without negative effects. And this negativity has now emerged as a gigantic problem in the Korean society combined with a number of social issues. If we cannot handle this problem wisely, perhaps the marvelous achievements Korea has made so far will be likely to vanish like a mirage. The problem is deep, intricate, complicated, chronic, and very difficult. I am of the view that the mother of all problems comes from the excessive competition system. One used to say that the highly competitive college admission is the main reason for the feud and friction among the interested group of people. In Korea, a graduate certificate of so-called prime universities and colleges is often regarded as a certificate of the good social status and the bright future. Under this situation, people do whatever they can to get their children the tickets for the covetous universities. Hot competition and rivalry are unavoidable. In extreme cases, young students commit suicide due to overloaded stress from the fierce competition over college admission. This issue is directly related to another sticky problem of the excessive educational cost. The private teaching institutions are much prevalent in Korea. Why? It is because the parents believe that the extra private education will bring their children the better chance of winning from the tough competition. The high-salaried ‘star instructors’ are expected to wield a magic power in securing the admission to the prime schools. As a result, the volume of the extra educational costs in Korea amounts to tens of billions of dollars. Obviously, in this kind of game, the people with more power and wealth are likely to win. So the division and conflict among the rich and poor, the powerful and powerless, the successful and unsuccessful are ever deepening. Unfortunately, the engine of national success has now become a culprit for causing a national division.

The excessively competitive structure has caused other negative effects. It has lowered the quality of education and worsened the global competitiveness of Korean colleges. Only a few colleges are included in the list of world’s top 100 schools. Korea has yet to produce any Nobel laureate in science. Those students who hate hot competition seek haven in foreign countries. The schools are faced with the criticism

that they do not produce creative, independent, self-fulfilling leaders but only the exam experts. How to solve this seemingly intractable problem? A lot of debates were opened but with no consensus so far. The conflict of interest is too strong and nobody is willing to give in. The crux of the problem is about how to reform the system in a way to alleviate the competition and reduce the extra educational burden. In this regard, such remedies have been suggested as the reform of the entrance exam, admission procedures, privilege-giving to the socially handicapped people, quality control at schools in distant areas, etc. On the other horizon, the Korean society is faced with the unprecedented demographic challenge. Her birth rate of 1.1 is one of the lowest in the world. In several years it is almost certain that the population will start to decrease sharply. Korea will soon face serious shortage of human resources in many areas. Particularly, the challenges for the schools are formidable. If this trend continues, one third or even half of all universities and colleges will have to close down. Surely, this will bring about catastrophe on the whole of Korea's education system. Still, the tough competition on colleges is not likely to disappear easily because the best schools are limited and people's aspiration after these schools will not vanish. As the number of schools shrinks, perhaps the level of competition may become harder and stronger.

Conclusion

While education has tremendously contributed to the development of the nation, it has largely brought negative influence on the society. Education itself is not to blame. But the direction of education was problematic since it has helped change the traditional value system in a wrong way. The over-competitive structure together with materialism and widening gap between the rich and poor has led the society to a collision course among interested groups. Higher education has only degenerated to a tool for good jobs and success rather than for knowledge and ideas.

Needless to say, it would have been much better if we had handled the problems squarely before they became so serious and complicated. The timing is long overdue now. But that does not mean that we cannot solve the problem at all. What is most important will be the change of mind and attitude of the general people toward education. If the people regard the higher education not as a means to success but to deeper knowledge and creative ideas, most of the problems at hand could be solved at once. Once consensus is reached in the society, the reform process can begin immediately. The details for this reform are already on the table through numerous debates and discussions. The authorities concerned including the Ministry of Education will be able to come up with the roadmap of the reform reflecting the ideas largely acceptable to the people. And surely, the roadmap will include the reform of the college entrance system and ways of reducing the extra private education outside the school.

In accordance with the upcoming drastic demographic changes, Korean authorities are now doing their utmost to globalize the schools. I believe this will be the right approach and needs to be promoted further. Certainly, globalization will comprise many aspects both in quantitative and qualitative terms. Schools will have

to make invariable efforts to upgrade the elements both in soft-wares and hard-wares. It would be wrong if the authorities understand the globalization as purely increasing the number of foreign students and instructors. There must be true reforms in such genuine sense as can be harmonized with global standards. In particular, we need to produce global brains that can regenerate the Korean-specific values and culture for the 21st and 22nd centuries. And these brains should be equipped with global standard of knowledge, ideas and critical mind. I believe Korean schools can contribute to the global community by producing these universal brains who are expected to work anywhere in the world.

Lastly, the Korean schools nowadays put their efforts to try to nurture the lifelong learning system. This is believed to be a natural trend since Korean society is rapidly ageing. Currently, the life expectancy of Koreans stands at 82 years and is expected to continue to increase. Additionally, the number of people, who are eager to continue to learn while they are at work, is on a steady increase. Under these circumstances, the lifelong education has become a necessity. Well-developed lifelong programs are expected not only to meet the demands of ageing generations but to accommodate diverse needs of the working people.

In conclusion, I earnestly hope that Korea's unique experience in education could be shared by many and give them certain insights, small or big, positive or negative. I believe the uniqueness of this experience comes from the fact that Korea has made brilliant achievements in education during her active development period without any serious recognition that they will one day return as hurdles for further development.

References:

1. Kim, Doohwan Paradox of Education Fever in Korea: Forming Highly Educated Youth and Shifting Education Paradigm. // Journal of Social Thoughts and Culture 19(1), 2016 297-335.
2. Lim, Hyunjin The Current State of the University in Korea: An Appeal to the General Education Reinforcement. Korean Journal of General Education 6(3), 2012 283-320.
3. Park, Ilwoo Premature Introduction of Convergent Education and its Solutions. Korean Journal of General Education 10(1), 2016 349-378.